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ABSTRACT

The responsibilities and skills of college development officers are discussed. The need for development officers has stemmed from financial problems that could only be solved through additional sources of revenue. In addition to understanding the concept and function of institutional development, the development officer must recognize that development is not simply fund-raising, but includes alumni relations, public relations, publications, and management. The persons responsible for development should be part of the institution's inner council and kept informed daily of institutional happenings. Combining development work with other functions, such as teaching, counseling, or coaching, is important to the perception that the development officer is really part of the institution. Success of the development officer depends upon skills in management and planning, sales and marketing, communication, and educative and research roles. Also important for this professional are leadership, energy, patience, and gratitude. Since development is primarily a team concept, following set communication channels is essential. Professional improvement is encouraged and involves attendance at local, district and national conferences to share ideas with other professional development officers, and participation in professional organizations. (SW)

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THE DEVELOPMENT OFFICER BECOMES A PROFESSIONAL

SPEECH FOR

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John R. Chandler, Jr.
April 24, 1984
Boston, MA

I. THE DEVELOPMENT OFFICER BECOMES A PROFESSIONAL

FIRST OF ALL, IT IS IMPORTANT FOR ALL OF US TO REALIZE THAT SECONDARY SCHOOL DEVELOPMENT WORK IS A RELATIVELY RECENT PHENOMENON. HISTORICALLY, EDUCATIONAL INSTITUTIONS--BOTH COLLEGE AND PRECOLLEGIATE--WERE BASICALLY SELF-SUPPORTING THROUGH TUITION. PERIODIC CAPITAL CAMPAIGNS SUPPLIED THE BRICKS AND MORTAR RESOURCES THAT WERE REQUIRED AS INSTITUTIONS EXPANDED OR MODERNIZED.

BOTH ANNUAL FUNDS AND ON-GOING DEVELOPMENT PROGRAMS WERE VIRTUALLY UNKNOWN ON COLLEGE CAMPUSES PRIOR TO WORLD WAR II. THE INFLATIONARY ENVIRONMENT WHICH ACCOMPANIED THE POST-WAR ERA AND THE GREATLY EXPANDED COLLEGE POPULATION CREATED BY THE G. I. BILL CREATED SIGNIFICANT CHANGES IN MOST AMERICAN COLLEGES AND UNIVERSITIES. THESE CHANGES, IN TURN, BROUGHT ON CERTAIN FINANCIAL PROBLEMS WHICH COULD ONLY BE SOLVED THROUGH ADDITIONAL SOURCES OF REVENUE.

DURING THE 1950'S MANY COLLEGES AND UNIVERSITIES REALIZED THE NEED FOR A PERMANENT STAFF TO HANDLE THE DEVELOPMENT FUNCTIONS OF THEIR INSTITUTIONS, AND SEVERAL DECADES LATER MANY OF THE NATION'S SECONDARY SCHOOLS HAD FOLLOWED SUIT. OBVIOUSLY, THE PERIODS OF RAPID INFLATION OCCASIONED BY THE VIETNAM WAR AND THE OIL CRISIS HAVE MADE INSTITUTIONAL DEVELOPMENT EVEN MORE IMPORTANT.

WHATEVER THE INSTITUTION--COLLEGE, SECONDARY OR ELEMENTARY; PAROCHIAL AND NON-DENOMINATIONAL; CHURCH AFFILIATED OR COMPLETELY INDEPENDENT--THERE IS A GROWING REALIZATION THAT TUITION INCOME ALONE CANNOT SUPPORT PRIVATE EDUCATION. ALL THIS HAS CREATED THE NEED FOR PROFESSIONAL DEVELOPMENT OFFICERS.

II. CRITERIA OF A DEVELOPMENT PROFESSIONAL

1) DEVELOPMENT IS A FULL-TIME OCCUPATION FROM WHICH A PERSON DERIVES HIS OR HER PRINCIPAL SOURCE OF INCOME.

2) IT REQUIRES THAT THE DEVELOPMENT OFFICER BECOME DEEPLY COMMITTED TO THE PROFESSION.

3) IT DEMANDS THAT A PERSON HAVE KNOWLEDGE OF AND SKILLS IN DEVELOPMENT TECHNIQUES.

4) IT CHALLENGES ONE TO BECOME SERVICE-ORIENTED. TO UNDERSTAND WHAT NEEDS TO BE DONE AND TO DO IT.

5) IT ASKS A PERSON TO USE JUDGMENT AND AUTHORITY TO OBTAIN SUPPORT FOR "PROJECTS" WHICH ARE HIS OR HER RESPONSIBILITY.

6) IT JOINS YOU WITH OTHERS WHO POSSESS A SIMILAR COMMITMENT TO THE OCCUPATION IN TRYING TO ENHANCE ITS STATUS.

III. WHAT MAKES FOR A GOOD DEVELOPMENT PROFESSIONAL?

1) TOTAL AND COMPLETE COMPREHENSION OF THE CONCEPT AND FUNCTION OF DEVELOPMENT. GOALS ARE CONCEPTS; ACHIEVING THEM IS A FUNCTION OF DEVELOPMENT. PLANNING AN APPROACH TO A MAJOR DONOR IS A CONCEPT; VISITING THAT PROSPECT AND OBTAINING A COMMITMENT IS A FUNCTION. LONG-RANGE PLANNING IS A CONCEPT; SEEING THE PLANS THROUGH TO COMPLETION IS THE FUNCTION.

2) DEVELOPMENT IS NOT SIMPLY FUND-RAISING! IT INCLUDES ALUMNI RELATIONS, PUBLIC RELATIONS, PUBLICATIONS, MANAGEMENT, AND FUND-RAISING. ALL MUST BE INTEGRATED IN CONCEPT AND FUNCTION WHICH WILL RESULT IN THE ENHANCEMENT OF AN INSTITUTION.

3) ACCEPTANCE OF THE FACT THAT DEVELOPMENT IS KEY IN HELPING TO FINANCE EDUCATION. FEW STUDENTS ARE FULL-PAYING IN TODAY'S EDUCATIONAL INSTITUTIONS. ANNUAL GIVING AND ENDOWMENT INCOME PROVIDE SUBSTANTIAL SUBSIDY TO MANY OF TODAY'S STUDENTS. IN SOME OF OUR MORE FORTUNATE INSTITUTIONS THIS SUBSIDY CAN AMOUNT TO BETWEEN 35% AND 50%.

4) STATUS OF THE DEVELOPMENT PROFESSIONAL. THE PERSON CHARGED WITH THIS RESPONSIBILITY SHOULD BE AS IMPORTANT AS THE BUSINESS MANAGER OR THE DEAN OF THE INSTITUTION. HE OR SHE SHOULD BE A PART OF THE INSTITUTION'S INNER-COUNCIL, AND HE OR SHE SHOULD BE FULLY INFORMED AND AWARE OF WHAT GOES ON AT THE INSTITUTION ON A DAILY BASIS. I STRONGLY RECOMMEND COMBINING YOUR WORK WITH SOME ASPECT OF THE SCHOOL--ACTING AS A TEACHER, CLASS DEAN, COUNSELOR TO STUDENTS, OR COACHING. IF YOU AND YOUR OFFICE ARE PERCEIVED TO BE "OUTSIDE" THE INSTITUTION, THE CHANCES ARE YOU MAY FAIL. INTEGRATE, BUT BEWARE OF OVERDOING IT! ONE CANNOT BE AN EFFECTIVE DEVELOPMENT OFFICER AND AT THE SAME TIME BE IMMERSED IN A VARIETY OF FUNCTIONS WITHIN THE INSTITUTION.

5) IMPORTANCE OF INTEGRITY. ABOVE ALL ELSE, A DEVELOPMENT OFFICER MUST POSSESS INTEGRITY. INTEGRITY TO THE INSTITUTION, THE DONOR, THE OCCUPATION AND ONESELF.

6) JOB SATISFACTION. THE DEVELOPMENT PROFESSIONAL MUST UNDERSTAND THAT THE RESULTS OF PROGRAMS THEY INITIATE OR CARRY THROUGH ARE THEIR CHIEF SOURCE OF SATISFACTION. PERSONAL RECOGNITION SHOULD NOT BE THEIR GOAL OR AIM. THAT IS RESERVED FOR THE VOLUNTEER, AND HE OR SHE SHOULD GET PLENTY OF IT. ALWAYS REMEMBER THAT A DEVELOPMENT PROGRAM THAT DOES WELL AND ENHANCES THE STRENGTH OF AN INSTITUTION WILL BE ATTRIBUTED TO THE SUCCESSFUL DEVELOPMENT PROFESSIONAL.

7) IDENTIFYING AND COMBINING QUALITIES OF THE DEVELOPMENT PROFESSIONAL. VARIOUS OCCUPATIONS DEMAND A UNIFICATION OF QUALITIES AND EXPERTISE. IN DEVELOPMENT, I WOULD SUGGEST THE FOLLOWING WHICH WILL HELP TO ENSURE YOUR SUCCESS AS A DEVELOPMENT PROFESSIONAL:

   A) MANAGEMENT ABILITY
   B) PLANNING CAPABILITIES
   C) SALESMANSHIP
   D) MARKETING
   E) EDUCATOR
   F) RESEARCHER
   G) COMMUNICATOR--ORAL AND WRITTEN SKILLS

H) LEADERSHIP

I) LOTS OF ENERGY (YOU ARE GOING TO NEED IT!)

J) PATIENCE (GIVING TAKES TIME)

K) GRATITUDE (ABOVE ALL) THE ABILITY TO RECOGNIZE AND THANK ALL THOSE WHO MAKE YOUR WORK POSSIBLE. (VOLUNTEERS AND DONORS)

8) CHANNEL OF COMMUNICATION. PROFESSIONAL DEVELOPMENT PEOPLE MUST KNOW AND RELIGIOUSLY ADHERE TO SET LINES OF COMMUNICATION. THIS IS PARTICULARLY TRUE IN DEALING WITH THE SCHOOL HEAD AND TRUSTEES. FAILURE TO FOLLOW THIS CAN LEAD TO DIVISIVENESS WITH THE LEADER OF THE INSTITUTION. DEVELOPMENT IS ABOVE ALL ELSE A "TEAM CONCEPT."

9) PROFESSIONAL IMPROVEMENT. INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS SUCH AS CASE (COUNCIL FOR THE ADVANCEMENT AND SUPPORT OF EDUCATION). ATTENDANCE AT LOCAL, DISTRICT AND NATIONAL CONFERENCES PROVIDE ONE WITH EDUCATION IN DEVELOPMENT SKILLS AND CONTACT WITH OTHER PROFESSIONAL DEVELOPMENT OFFICERS WHO WILLINGLY SHARE IDEAS. A GOOD DEVELOPMENT PROFESSIONAL SHOULD BE WILLING TO WORK FOR THESE ORGANIZATIONS AND TO RENDER HELP AND ASSISTANCE TO OTHERS IN THE PROFESSION. MY OWN INVOLVEMENT AT CASE AS A TRUSTEE AND AS CHAIRMAN OF THE INDEPENDENT SCHOOL COMMITTEE HAS BROUGHT ME GREAT PERSONAL SATISFACTION.

C A S E

AMERICAN ALUMNI COUNCIL/AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION. LARGEST EDUCATIONAL ASSOCIATION IN THE COUNTRY. IT FOCUSES ON ADVANCEMENT--INSTITUTIONAL ADVANCEMENT.

CONFERENCES

1) DRIVE-IN WORKSHOPS--LOCAL--LOW COST--ONE DAY.
2) DISTRICT CONFERENCES--EIGHT DISTRICTS--NATIONWIDE ANNUAL CONFERENCES.
3) CASE/NAIS CONFERENCES--IN DECEMBER--NATIONAL CONFERENCE FOR SECONDARY AND ELEMENTARY SCHOOLS.
4) SUMMER INSTITUTE FOR NEWCOMERS--FOR BEGINNERS--ONE WEEK CRASH COURSE.
5) MAILINGS ON SPECIFIC CONFERENCES--DEALING WITH CAPITAL GIVING, ANNUAL GIVING, DEFERRED GIVING, COMPUTERS. CASE SPONSORS OVER 90 CONFERENCES EACH YEAR.

PRINTED MATERIAL

1) QUARTERLY NEWSLETTER FOR INDEPENDENT SCHOOLS.
2) CASE CURRENTS. MAGAZINE DEALING WITH INSTITUTIONAL ADVANCEMENT.
3) HANDBOOK FOR DEVELOPMENT OFFICERS AT INDEPENDENT SCHOOLS.
4) DOUBLE YOUR DOLLAR MATCHING GIFT LEAFLETS AND DETAILS.
5) HOW-TO BROCHURES. DEFERRED GIVING, CAPITAL CAMPAIGNS, PHONOTHONS, ETC., ETC.

EXPERT ADVICE

1) MEET OTHERS--GET TO KNOW THEM--ASK FOR ADVICE. CONTACT WITH OTHER PROFESSIONALS.